DOCUMENT RESUME

ED 123 174 SO 009 123

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TITLE The Curriculum Guide: High School Psychology.
PUB DATE [75]
NOTE 99p.

EDRS PRICE MF-$0.83 HC-$4.67 Plus Postage
DESCRIPTORS Behavior Patterns; *Concept Teaching; Course Content; Course Descriptions; Curriculum Guides; Developmental Psychology; Experimental Psychology; Individual Psychology; Instructional Materials; *Psychology; Resource Materials; Secondary Education; Self Esteem; Study Habits; Study Skills; *Teaching Techniques

ABSTRACT

Designed for the secondary level, this curriculum guide suggests concepts and teaching strategies for ten areas of psychology. The content areas of instruction include learning and study skills, behavior patterns, adjustment to the social environment, development of critical thinking, sensitivity to needs and feelings of others, physiological psychology, experimental psychology, human growth and development, self-esteem, and abnormal psychology. Each content area includes an orientation paragraph, the concepts to be taught, and suggested teaching strategies. While no attempt is made to provide all possible concepts, content material, or teaching strategies, enough information is presented to provide for coverage of each subject. (Author/DE)

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THE CURRICULUM GUIDE: HIGH SCHOOL PSYCHOLOGY

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CHAPTER IV

THE CURRICULUM GUIDE

This chapter consists of the ten areas chosen for inclusion in the curriculum guidelines. Each area begins with an orientation paragraph and is followed by the concepts to be taught. With each concept is included the suggested content to be used to convey the concept. For each area, suggested teaching strategies and delivery systems are also prepared and are placed at the end of each area. While no attempt has been made to provide all possible concepts, content material, or teaching strategies, enough is presented to provide for coverage of each subject. Teachers are urged to explore additional content material and to make use of all available resources. Students are also urged to find as many ways as possible to fully experience the learning material. Caution is extended that all material must be updated with current developments in the field of psychology.

AREA I

LEARNING AND STUDY SKILLS

The ability of the student to deal effectively with course material will in large part be determined by his skills in studying this information. Material in the course should be presented in such a way as to provide the student with a meaningful experience, an experience in which the information learned can be applied to real life situations and to understanding his own behavior. Along with the over-all learning experience, the student will be required to take a certain amount of recorded evaluations. In order to prepare properly for these evaluations, efficient study habits are a must. The teacher should present the following concepts to the students.

Concept 1. Learning requires effort.

a. Attend class on a regular basis and approach the class with a positive attitude. Hold as your main objective the obtaining of the best education possible for yourself.

b. Analyze your work from week to week and do not drift along.

c. Try different study methods and find those that best suit your needs.

d. Have a goal in mind and plan all of the courses that you take to fit your abilities and your

ultimate objectives, i.e., professional, occupational, or personal.

e. Take courses that you feel capable of handling, and that are within your ability range.

f. Try the first course in a particular area before enrolling for more advanced instruction.

Concept 2. Time budgeting is a primary consideration.

a. It is extremely important for effectiveness in dealing with course material that you plan your work and budget your time. This is important both within and without the educational setting.

b. You must allow adequate time to get the proper amount of sleep. Approximately seven to eight hours of sleep are necessary in order to carry on sixteen to seventeen working hours. For some, this is too much. For some, too little. Find out how much you need, and try to provide for it.

c. Meals should be regular and there should be three a day. They should be eaten leisurely and away from your studies. Attempts to cram food in your mouth and information in your mind, can often lead to strong feelings of discomfort both physically and academically. The student should

determine what he needs to function effectively and get that amount.

d. Time must be allowed for personal grooming. Bathing and dressing are important as they may well affect your attitude toward your studies. How you feel physically, may affect how you perform academically.

e. While attendance in class is important, occasionally absences do occur. When classes are missed, notes or class assignments should be obtained from the teacher or from other students. It is the responsibility of the student to keep up with the material given in class, and to be aware of assignments and other material covered by the teacher.

f. Allow for adequate study time. Make a reasonable schedule and stick to it.

g. Scheduled construction is a must for all activities Flexibility is important, but once your schedule has been established, try to stick to it. Block out the hours of the day that you are awake in one column and the days of the week in another. Schedule your day accordingly. Your schedule should suit your particular needs (Appendix When circumstances prevent you from keeping your schedule, be sure that you make up the time that

was lost at the first possible moment. If the schedule is going to work, then you must stick to it rather than stealing from it. Study periods should be about fifty minutes long. At the end of fifty minutes, take a short break and return to your studies. This will keep you from becoming bored with the material.

Concept 3. Knowing when to study may save much time.

a. Regular study times should be scheduled.

b. There is much unused time that is wasted that could be used for studying. There may be time between classes, after classes, before the teacher comes to class, in the halls, sitting in the office, of while waiting for someone to pick you up after school. Use these times to study also.

c. Carry your books or study notes with you wherever you go so that during the time that you wait for a doctor's appointment, or wait on your boy friend, or girl friend, you may take advantage of this time to review or study.

Concept 4. Extracurricular activities and employment can hinder efficient study.

a. The amount of time spent in extracurricular activities should be determined according to the amount of time available for such activities after

academic pursuits have been properly handled. Be sure that adequate time is scheduled for all of the necessary and vital activities before committing yourself too heavily to clubs and organizations. While such activities are very important parts of the total educational picture, allowing inadequate time for the main educational areas is unrealistic.

b. Employment should be handled in much the same way as are extracurricular activities. Under ideal conditions, one might preclude the other, but because of particular circumstances, both may be provided for. In such a situation, scheduling assumes particular significance. Tighter scheduling may be necessary than under non-work conditions.

Concept 5. Personal health must not be ignored.

a. Good health, both physical and mental is an important consideration. Along with proper eating, sleeping, exercising and grooming, illness should be attended to regardless of how small and seemingly insignificant. What appears to be minor could cause major difficulties that keep you from classes over an extended period of time. Once done, your effectiveness is diminished.

b. The mental health of the student must be considered also. Learn to deal with problems objectively and calmly. Worry is probably one of the chief causes of inefficient study. If you have concerns over your work or over personal problems, talk to someone who is competent to assist, and who will be impartial in his evaluation. A good friend may be able to provide all the help that is needed. By discussing feelings with someone, commalities are discovered and solutions are suggested. Teachers, counselors and other professionals are also available if the problems become more serious.

Concept 6. Where to study is of prime importance.

a. Have a definite place to go for study periods. If it is possible that this place can be set aside for study and for nothing else, this is preferable.

b. The place used for study should be relatively free from interruptions and distractions.

c. It should be ventilated and not too warm.

d. It should be comfortable, but not too comfortable. Too much comfort is often more conducive to sleep than to study.

e. Avoid glaring light or shadows. Adjust your light so that it will not shine directly into your eyes, but will adequately brighten your study area.

f. Have only those materials in the study area that are pertinent to what you are studying at the moment. Put all other materials out of the way as they provide distractions.

g. A good dictionary should be within easy reach. If a dictionary dealing with your subject area is available, have it nearby also.

h. Do not make a practice of borrowing textbooks or other study materials. The student should have his own books and materials so that he may use them free of reservations because they belong to someone else.

i. Get the right type of notebooks and paper suitable for the course you are taking. Check with your teacher if you are not sure what is required. As a rule, 8-1/2 x 11 paper is used, and notes should be taken in pen rather than pencil to avoid smearing and loss of the material.

Concept 7. Knowing how to study can save time and effort.

a. Start studying as soon as you sit down at your desk.

b. Do not daydream. Keep the subject that you are studying clearly on your mind and forget everything else.

c. Work while you are studying, and work intensely.

d. Try to find relationships between the material you are studying and previous material or with other courses that you are currently taking.

e. Read other material than that which is presented in your textbook. The more you know about any subject, the more interesting it becomes.

Concept 8. Your approach to textbook reading will be different than that used in other types of reading.

a. Skim the material in the text book chapters first. Use the table of contents, the paragraph headings, the illustrations, and the summary in order to get an over-all view of what the chapter is about. A good approach is to begin studying a chapter by reading the summary at the end of the chapter, then skin the chapter, then reread the summary again.

b. Underscore material in the text that has particular meaning to you. Turn chapter headings or paragraph headings into questions and write the questions down.

c. Read the chapter for meaning and try to answer the questions that you have just written down. Read with the purpose of answering these questions and of gaining information from the chapter.

d. Once the main ideas have been located that answer the questions, write short cue notes under the

questions for later use. In this way you have asked questions, then found the answers in the chapters to these questions, and then marked them so that when you come back to study, you will easily have the main ideas from each part of the chapter.

e. Review your notes on the chapter five to ten minutes the same day that you write them, and review each week for about an hour all the notes that you have taken during the week and before.

Concept 9. Regardless of approach to a course, a great deal of remembering will be necessary.

a. Remembering should be based on understanding. Be sure that the material is definite and clear-cut. Material that has not been taken in correctly, will have a limited possibility of being recalled correctly.

b. Try to associate those things which you wish to remember with other things that can be recalled easily. Memory seems better if the associations are better.

c. It is important to keep in mind what you are trying to learn, and to try to find interest in that material.

d. The more material is reviewed, the better it is remembered. Meaningful repetition strengthens associations and the stronger associations are, the better your memory will be.

e. Believe that you are capable of remembering.

f. Becoming anxious or tense about material to be memorized often increases the rate of forgetting, and consequently defeats the purpose. Rather than getting upset about material with which you must deal, approach it directly.

g. Space your learning time, develop a pattern suitable for you.

Concept 10. In any course, knowledge of the specialized vocabulary used in the discipline studied, is important. Comprehension is often based on adequate understanding of the specialized terms.

a. Attempt to think about what you are learning in terms of the particular words or phrases given in class and in your textbook.

b. Use a dictionary of terms specific to your course of study and use it along with the standard dictionary, whenever you encounter words with which you are unfamiliar.

c. If necessary, compile a list of terms found in your reading and during the lectures that you can

also review during the week until you have memorized their meanings.

d. Enlarging your vocabulary is important, but should be done in a systematic way in order to aid your retention.

Concept 11. Notetaking requires special skills.

a. Taking notes which are accurate and legible is extremely valuable.

b. Notes should be taken while studying the textbook and also during class.

c. Often, an outline format is useful as you take notes. Attempt to list only the main ideas and the most pertinent characteristics. Notations that will suggest the meain idea of the lecture of the main points made are those things that should be taken down in the notes.

d. Use 8-1/2 x 11 notebook paper and where necessary use dividers to keep each subject separate and intact. Do not mix notes from different subjects.

e. Do not plan to recopy your notes after the class period. Attempt to take the best notes possible the first time so as to eliminate the additional work of redoing them afterwards. If your notes require clarification or if they have become smudged or unclear, you should recopy them.

f. Do not doodle on your notes. This provides a distraction that can effect your ability to concentrate as you review your notes.

g. Review the notes that were taken in class for a short period of time, about five minutes, on the same day that you take them.

h. Review all of your notes at least once a week at a specified time.

Concept 12. Examinations should be approached carefully.

a. The number of examinations will vary according to the subject and to the teacher.

b. Learning of material for examination purposes should begin early in the course.

c. Review all material read or taken in note form daily for a short period of time. Review old material from previous lectures and readings prior to reviewing new material.

d. Set aside an adequate amount of time each week to review all the work done in each of your separate courses.

e. Do not spend a great deal of time going over material that you are certain that you have mastered.

f. Spend most of the time dealing with material that is still hazy or unclear.

g. Attempt to determine the way in which material will be asked on an examination and study accordingly.

h. After studying, go to the examination with a clear mind and a well-rested body. Last-minute cramming is almost useless and many times is an inhibiting factor.

Concept 13. Some exams will be objective in content.

a. Answer all questions quickly.

b. Do not change your answers unless you are absolutely sure that the answer marked is incorrect. First attempts are usually the best.

c. When questions puzzle you, skip over them and come back after you have completed all of those that you do know.

d. Answer every question unless it has been indicated that there is a penalty for guessing. Even then, a well-educated guess may reap success.

Concept 14. Some examinations will be subjective in nature.

a. Adequate time is usually allotted for essay examinations. Time limits are set to enable the student to demonstrate an ability to organize and synthesize.

b. Essay exams set a premium on your ability to make up your mind, to organize thoughts, and to write concisely and lucidly in a given period.

c. Utilize all of the time allowed. Do not devote all of it to writing. Devote some time to reading the question, getting it straight in your mind, and thinking through the answer.

d. See what the question means. Think about it. Jot down notes or an outline of your answer as a guide. Decide how much time you will allow to various questions.

e. Respond only to the question that is asked. Read the question carefully to see exactly what is wanted by the teacher.

f. Pay attention to key-guiding words such as, "analyze," "compare and contrast," and "describe."

g. Let the teacher know that you know what you are talking about by giving a complete answer to the question asked. Partial answers, listing of facts when not specifically asked for, or never-ending interpretations will only reflect your lack of knowledge. Support your interpretations with facts, and let your facts be points of departure for your thinking.

h. Write legibly. If it's unreadable, it's ungradable.

i. Be careful with your words. Say what you mean, write simply. Avoid the unnecessary.

j. When asked for identifications, be precise and do not give general answers that could apply to more

than just the person, place or thing, that you are identifying.

Concept 15. There are some additional clues for effective examination-taking.

a. Along with regular class attendance, attempt to gain information about possible test questions from the instructor's remarks as well as from the text chapters.

b. Look for main themes and the major points of emphasis.

c. Decide how the questions or bits of information could be asked for on the tests, i.e., essay, multiple choice.

d. Carefully inspect the material and try to decide what will be asked by the teacher. You will be correct more than you might expect.

SUGGESTED INSTRUCTIONAL STRATEGIES AND DELIVERY SYSTEMS

1. Have each member of the class construct a personal schedule of their activities. Use an 8-1/2 x 11 sheet of paper. Across the top, list the seven days of the week. Down the right-hand column, record all of the waking or working hours in half-hour intervals. Then draw horizontal and vertical lines to separate the various time zones. The student should then list all of his activities from waking until going to sleep in the evening. All essential elements such as those described in the class lectures should be included, i.e., meals, etc. (Appendix). Flexibility should be stressed, however, the student should construct a reasonable schedule that he could abide by on a consistent basis. Discuss the problems that occur when more than one activity competes for the same time frame, i.e., work time versus study time. Have each student exchange schedules with another student, and let them compare and discuss the strengths and weaknesses of each other's work.

2. Divide the class into small discussion groups of even numbers. Assign a topic from the text to be read by each member of each of the groups. Instruct the students to proceed as though they were studying the material. They should make cue notes as described in the previous outline, underline important areas, and try to pick out the

most salient features of the assigned portion. Special attention should be given to those areas that would be most likely to be asked on an exam. When they have completed their task, let them exchange material and discuss among themselves how each has done. Differences between students in how they decided what to highlight should be the focus of the interaction between group members, and is designed to strengthen each student's approach to the material.

3. The same procedure as noted above can be employed for an exercise in notetaking, and determination of test questions from lecture notes taken and from textbook reading.

4. Conduct a class discussion of the problems encountered in trying to arrange for adequate study time, and in trying to abide by effective study habits.

5. Invite resource people who have achieved a notable measure of educational and professional success to talk to your class about effective study methods. Allow time for a question and answer period.

6. Have the class write mneumonic devices to help them in remembering various lists of names, dates, procedures and the like. To be maximally effective, these devices must be rich in association power, and often, the more humorous or ridiculous, the better the association will be. Utilize jingles, funny phrases, and coined words.

AREA II

BEHAVIOR PATTERNS

The motivation behind all behavior has been the subject of controversy since early times. Ancients invoked the supernatural to explain behavior, and poets and philosophers have referred to it constantly. Only in recent psychological thought has the scientific interest in what moves man to do what he does been given serious consideration.

Concept 1. In any action of meaningful consequence, the behavior is goal-oriented.

a. An animal deprived of food or air will neglect everything else to attain these items.

b. Stwmulation associated with basic tissue needs is the simplest form of motivation.

Concept 2. Many explanations have been offered for motivation.

a. Earliest attempts to explain motivation tended to be one-sided and over-simplified.

b. Some felt that the most important elements were external to the body, while others, pursued the idea that internal mechanisms needed to be understood.

c. K. S. Lashly (1938) felt that motivation was controlled by the responses of the central nervous

system and a complex set of stimuli both internal and external to the body.

d. The relationships between motivation and learning must be inferred from observation.

1) There is considerable difficulty in determining in a given situation, that only motivation is operating.

2) The past and the present play a role in motivation.

Concept 3. Motivation influences behavior in two basic ways.

a. Motives determine the direction of behavior and thus change the organism relationship to his environment.

b. Motives release and make available energy for the required activity.

Concept 4. When a goal is achieved, the demand for satisfying other goals becomes more insistent.

a. The achievement of one goal may lead to the formation of other goals.

b. Incompatible motives may render ineffective others that would normally be strong.

Concept 5. The internal conditions responsible for an individual's responses to the environment are divided into two groups.

a. The first category is biological drives resulting from basic tissue needs such as the need for food or water or air. These are innate.

b. The second category is psychological drives resulting from such needs as those for social approval and self-esteem. These are acquired.

Concept 6. Biological drives can be measured.

a. Gross motor activity can be observed.

b. A record is kept of response rate.

c. Amount of obstruction required to keep organism from reaching goal is noted.

d. When a choice of goals is given, which one is preferred.

e. Force of the response is an important indicator.

f. Speed of learning a given response is observed.

Concept 7. The nature of the hunger drive is quite complex.

a. The hunger stimulus tells us that we should eat.

b. The mechamisms for hunger satisfaction include taste, quantities of food passing through the mouth and post ingestinal factors.

c. Hunger and cessation of eating seem to operate through the hypothalamus in the brain.

d. The hungry organism is more sensitive to his environment.

e. In states of semistarvation, awareness of food is much more insistent. After several days of abstinence from food, hunger disappears almost completely.

f. Specific hungers develop when there is a dietary deficiency.

Concept 8. The thirst drive is another one of the basic drives of man. It is a regulatory device which controls intake of water into the body.

Concept 9. Air hunger, and the importance of a continual oxygen supply to the brain cannot be over-emphasized. Oxygen starvation results in loss of memory, coordination and over-estimation of abilities.

Concept 10. Fatigue and the need for sleep are powerful human drives.

Concept 11. The avoidance of extremes of heat or cold serves as important drives.

Concept 12. Sex as a drive is a learned process.

Concept 13. Pain is a drive necessary for protection of the organism.

Concept 14. Bowel and bladder tensions are drives which have less significance in adult motivation than during childhood when their role is most important.

Concept 15. The need for contact comfort has been demonstrated in the studies of monkeys and mother substitutes.

Concept 16. Biological drives serve as homeostatic mechanisms.

a. The organism will go to remarkable lengths to maintain his physiological equilibrium.

b. Many homeostatic activities are internal and automatic such as the maintenance of constant body temperature, proper balance of oxygen and carbon dioxide in the blood stream, and the maintenance of a constant level of sugar in the blood stream.

Concept 17. Psychological needs are equal in importance to the physical or biological needs.

Concept 18. The need to investigate and the need to achieve are examples of two psychological needs.

Concept 19. The power of symbolic rewards is evidence that many of the things we strive for are things we have learned to want.

Concept 20. Models are important in the learning of aggressiveness, the learning of dependency, and the learning and development of values.

Concept 21. There is a relationship between motivation and work.

a. Knowledge of the results of work serves as a motivator.

b. The level of achievement intended also acts as a motivator.

Concept 22. Elements in our environment may prevent and hence frustrate the attainment of our goals.

a. Elements in the physical environment include earthquakes, floods, and the like. Also, there may be many petty frustrations such as traffic tie-ups, and barking dogs.

b. In the social environment, such things as laws and social conventions may serve as a source of frustration.

Concept 23. Personal frustrations are also present in our lives. Feelings of inferiority, or inability to perform a certain task are examples of personal frustrations.

Concept 24. Conflict frustration results because of the opposition of desired or undesired goals.

a. Approach-Approach conflict occurs when two mutually exclusive goals are desired, and when both are of a positive nature, but only one can be obtained.

b. Avoidance-Avoidance conflict occurs when the two goals are both negative or unpleasant. Both are to be avoided, however, one cannot be avoided without encountering the other.

c. Approach-Avoidance conflict is involved when a singular goal has both attracting and repelling qualities to it.

d. Double approach-avoidance conflict occurs when two mutually exclusive goals have both positive and negative qualities associated with each.

Concept 26. The more ego-involving the frustrations are, the more painful and the more need there is for immediate resolution.

Concept 27. The human organism often takes defensive action to cope with unresolved frustrations.

a. Aggressive reactions are often utilized in the form of displaced aggression such as scape-goating, free-floating anger or suicide. Controlled aggressiveness is also seen as

controlled expression, or through the placing of taboos on aggressive behavior.

b. Withdrawal reactions may be present in the form of repression, fantasy, nomadism, beatnikism or regression.

c. Compromise reactions take the form of sublimation and substitution.

   1) Sublimating is accepting an alternative.

   2) Substitution is frustrated impulses expressed by activities in which the conscious quality of the desire is not fundamentally changed.

d. Reaction formation helps the individual to guard himself against his unacceptable impulses.

e. Projection occurs when personal unacceptable impulses or desires are attributed to the behaviors of someone else.

f. Compensation is a reaction to frustration wherein a behavioral extreme is manifest in order to reduce the anxiety over frustration in another area.

g. Intellectualization in the form of rationalization, isolation, and undoing are also utilized to cope with unresolved frustration.

Concept 28. Frustration that is unresolved may also be handled by a variety of neurotic and psychotic reactions.

Additionally, the abuse of hard drugs, alcohol, and compulsive gambling may be seen to result.

SUGGESTED INSTRUCTIONAL STRATEGIES AND DELIVERY SYSTEMS

1. Have each member of the class describe an example of recent personal behavior and speculate as to the motivation for that behavior. Ask for comments from the rest of the class as to additional motives involved.

2. Ask each member of the class to write a description of a behavior of another person and to speculate on the motivation behind the behavior. Exchange papers, and let another class member comment on the first student's analysis of the behavior. Continue this exchange several times. Then ask for either class or small group participation.

3. With the participation of the class, list on the blackboard, all of those elements which could influence a person's behavior.

4. Ask the class to find examples of various types of behavior in literature and to speculate as to the author's motivation.

5. Divide into discussion groups and deal with such issues as:

   a. How do you measure degree of motivation?
   b. Why do different people react differently to the apparently same situation?

c. What are common examples of physical or environmental frustration? Personal frustration? Conflict frustration?

6. Ask members of the class to study particular defenses to frustration and the resulting anxiety. At the next class period, have each student who was asked, portray the defense that he studied, and let the class decide which defense mechanism is being represented.

7. Encourage library research and directed readings into the areas of alcoholism and drug abuse.

AREA III

ADJUSTMENT TO THE SOCIAL ENVIRONMENT

Adjustment within the social environment is a complex process. Behavior is determined by many things including the standards of the culture or subgroup in which we find or place ourselves. How we are is as dependent on the group itself as it is on how we desire to be. The basic unit in which we find ourselves within our environment is the group.

Concept 1. A group is a social unit consisting of a number of individuals who are associated usually for a purpose. They have status and role relationships and arrange themselves in a hierarchy. They possess norms which control the members of the group at least in matters of consequence to the group.

a. A family may be a group.
b. Some classes could be considered a group.
c. The size of a group is not critical but most groups are usually small.
e. Larger, more formal groups may be subdivided into smaller informal groupings.
f. Groups may be task-oriented or interaction-oriented.

g. Groups may be open or closed in nature. If open, they attempt to include as many people as want to belong. If closed, exclusivity exists and selectivity is utilized to obtain membership.

Concept 2. There exists a relationship between the size of a group and its efficiency in accomplishing its goals.

a. An important factor is whether or not each member of the group has an opportunity to participate and to express his or her ideas.

b. Some ways of increasing the efficiency of a group meeting include:

1) Prepare an agenda of those items to be discussed.

2) Have all essential materials at hand before the meeting begins.

3) Set a time to start and to stop the meeting.

4) Short breaks are helpful during long meetings.

5) Encourage face-to-face communications between group members.

Concept 3. Different types of groups draw different people.

a. One determiner of which group a person will join is related to how well he likes to engage in the activities of that group.

b. Certain groups offer needed security to certain people.

c. Groups can give special status to their members.

d. Professional or business groups are often joined for encouragement of one's own occupation.

Concept 4. There are disadvantages to membership in a small group.

a. Frustration can result from decisions made through the group process.

b. Some groups have difficulty getting any meaningful work done.

c. At times, genuine feelings about an issue may not be expressed.

d. A group may cause its members to have one-sided opinions.

e. The group may be used as an outlet for strictly personal opinions.

Concept 5. All people belong or want to belong to some group.

a. Adult membership in groups is quite extensive.

b. Some people belong to groups, but are not active in them.

c. Persons with more formal education are more likely to join groups and become active.

d. Family income appears related to group membership. Higher income people tend to join groups more often.

e. As a person ages and matures to about fifty years, involvement in group activities increases. After that time, group activity decreases.

Concept 6. Group cohesiveness refers to the general attraction between members of a group. This may be great or small depending on over-all commalities between the persons involved.

Concept 7. Attitudes of group members toward the group and its ideals is an important characteristic of group interaction. The degree to which attitudes are positive and loyalties are strong to that degree will the group function effectively.

Concept 8. The emotional state of a group effects its activity and productivity.

Concept 9. The general climate of a particular group may be determined by the type of leadership present over a period of time.

Concept 10. Different people act differently in different groups.

a. A role in a group refers to both function and position.

b. Participation in different groups may require adjustment to various roles.

c. Changes in roles occur as a person matures.

d. Through playing out roles in groups, group members often seek success, socialibility and attainment of group goals.

Concept 11. Communication between members of a group is necessary for effective group functioning.

a. Communication can be accomplished through expressions of empathy, utilization of the group's special language, and through ritualistic behaviors such as handshakes.

Concept 12. Communication and feedback in small groups can help clarify individual ideas and affect one's status within the group.

a. Having assistance from other group members in discussing an idea may result in greater clarity.

b. Feedback from other group members will determine our status in the group.

Concept 13. Group judgments may influence individual judgments.

a. The way others in a group respond on various issues may determine the response of an individual.

b. Peer pressure may cause alteration in a decision made while alone.

Concept 14. Having a person in the group who agrees with your decision, makes your position stronger and less likely to be changed by pressure.

Concept 15. Norms of a group affect the behavior of group members in matters of consequence to the group and depending on existing environmental circumstances.

a. Rather than risking disapproval, a member of a group will tend toward the norms of the group.

b. Social conditions such as war or peace, etc., may affect how strict the adherence is to the accepted group norms.

SUGGESTED INSTRUCTIONAL STRATEGIES AND DELIVERY SYSTEMS

1. Ask different class members to give their reasons for joining a particular group. Allow the class to ask questions for the purpose of comparing and contrasting the various reasons.

2. List on the blackboard all of the types of groups that the class members can think of. Separately, also list those collections of people who would not be considered a group.

3. Instruct the class to divide into groups. Give no other directions. Once completed, have the group members discuss the reasons that they grouped in the way that they did.

4. Give the class a hypothetical or real problem to solve. Group the class in two's, then three's, then five's, ten's, etc. Have them note the differences in amount of time required to decide on a solution to the problem.

5. Video tape a class discussion. Run the tape for the class with no sound. Ask the class to pick out the non-verbal signs of communication between group members.

6. Play the board game "Blacks and Whites" (Communications/Research/Machines, Anaheim, California, 1970). Discuss it afterwards.

7. Prior to class, instruct several of your best students that they are to give incorrect answers to your

questions in class but must insist together that they are correct. In class, after hearing the response of these students, call on a "non-instructed" student for his answer. Note whether or not the "non-instructed" student's answers tends to be closer to the better, instructed student's answers. Discuss the effect of social pressures.

AREA IV

DEVELOPMENT OF CRITICAL THINKING

Psychology is a discipline based on curiosity, and on man's desire to describe, predict, understand and control situations and conditions in himself and in the world around him. While proof is not possible, the establishing of meaningful retentionships between variables in human behavior is a major goal of the student of psychology. Knowledge of a situation, its variables and possible retentionships become more important than standard answers reflecting cause and effect. Where man's mind is concerned, it is to oversimplify grossly to assume that all people respond similarly under similar conditions.

Concept 1. Psychology has as its goal the accurate description of man's behavior.

a. Other disciplines have different goals.

b. Objective description of behavior is difficult to achieve.

c. The complexity of the human organism inhibits objective observation of behavior.

d. Biases of observer can distort descriptions taken of man's behavior.

1) The observer strives to eliminate his biases.

2) A scientist is always cognizant of his own expectations and tries to avoid letting them color his observational findings.

Concept 2. The social scientist tries to understand the complexities of the world around him.

a. Understanding requires that facts gathered are grouped according to aspects of similarity.

b. Qualitative classification systems group facts or items according to particular characteristics shares in common.

1) All members of the group are at least alike on those items for which they were grouped.

2) Each class member is different from all other classes in terms of the particular characteristic even though these same class members may be alike or different in other areas.

3) Much practical value can be obtained from arranging material in a qualitative classification system.

c. Quantitative classification systems are determined on the basis of the different degrees of a characteristic that are measurable.

1) All elements in this system are ranked according to the degree that they exhibit a particular characteristic.

2) Some type of measurement is essential.

3) Various dimensions can be studied with this system.

a) Intelligence

b) Emotional stability

c) Reaction time

4) Scores result from measurement utilizing this system.

5) Predictions can be made more accurately and precisely when they are in quantitative terms.

d. In psychology, one of the basic tasks is the organization of facts into useful principles.

1) This results from many observations.

2) Evidence must be gathered and evaluated.

e. To achieve greater understanding, principles must be organized into a larger logical framework known as a theory. A theory is a statement of relationships which exist in an orderly and consistent way.

1) One value of a theory is its ability to explain facts which were known, and to show relationships which were previously unseen.

2) A second value of a theory is that it suggests possibilities for future research.

f. Understanding of facts for only scientific purposes is called "pure science." Practical use of obtained scientific information is known as an applied science. In the behavioral sciences, the distinctions have been lost.

Concept 3. Prediction of future events is a goal of psychology.

a. Scientific prediction occurs on the basis of identified, consistent relationships that have been shown to exist.

b. Predictions of academic success or failure is on such use of related facts.

Concept 4. Control and influence over man's behavior is another objective of the social scientist.

a. Vocational counseling based on test scores helps clients to achieve success in their particular occupation.

b. Industrial psychologists help insure successful management and labor efficiency.

c. Control also may involve modification of behavior.

1) Persons with physical handicaps can be retrained.

2) In psychotherapy, a troubled person can be helped to resolve his problems.

Concept 5. The most basic technique for studying human behavior is observation.

a. Introspection is a type of observation where the subject observes his own thinking and feeling, and then gives a report on his own conscious activities.

1) This is done in terms of the senses involved.

2) Introspection can be done only with human subjects.

3) Young children, emotionally disturbed, or any individual who is lacking any of the senses are not amenable to this technique.

4) One serious flaw in this technique is that the experiences reported cannot be checked by another individual.

5) The study of psychology cannot be based on this method of observation alone.

b. Objective observation technique takes careful note of the environment surrounding the response as well as of the response itself.

1) The researcher notes what the subject does, not what he feels.

2) With this method, the situation can be duplicated and checked.

3) Complicated apparatus is often utilized.

4) Concern is with what goes on in the external world, and what can be measured about the internal world of the individual.

5) This method by itself is not totally useful.

c. Introspection and objective observations can be utilized together to study human behavior most accurately.

Concept 6. Care must always be taken to understand that what is being observed may be altered as a result of the process of being observed.

a. The psychologist must never loose sight of the limitations of psychological measurement.

b. Caution is always required in accepting and interpreting all results.

c. More refined measuring instruments reduce this type of variability.

Concept 7. For experimental purposes all abstract behavior must be defined as an operation that can be observed.

a. Such a process is known as an operational definition.

b. Each definition has meaning in terms of the particular study being done and may be different for different experiments.

Concept 8. In interpreting results of research, it is often helpful to imagine the existence of unobservable qualities, substances or process through which observable behavior is shaped.

a. Such is called a hypothetical or logical construct.

b. It is invented or constructed by the researcher as a logical explanation of what takes place in the research study.

c. Use of these constructs can be very helpful to the psychologist in explaining behavior.

Concept 9. Within the discipline of psychology, several different methods of study often must be applied to a problem so that all areas are adequately understood. One of the major procedures used is the Field Study Method.

a. Field study is the oldest research technique.

b. The researcher makes direct observations within the natural surroundings of that which he wishes to study.

c. The cooperation of his subjects is usually not required.

d. Often, the researcher will join in the day-to-day activities of those whom he is studying.

Concept 10. The second major methods of study are the Life-History methods. These require intensive, in-depth research usually over a considerable period of time. Often, the attempt is made to discover the antecedents of a particular form of behavior.

a. The daybook method is most often used in the study of children.
   1) Observations are made and carefully recorded of the child's activities from day to day.
   2) Accumulated records of this nature help to develop standards by which normality of development can be judged.

b. The clinical method elaborates on the daybook approach, and requires three major psychological functions in order to study, to understand and to find the solutions for a social or emotional problem.
   1) A physician is required to examine the subject for any contributing physical ailment.
   2) A social worker examines the home condition.
   3) A psychometrician administers and scores various tests of personality and intelligence.
   4) All information gathered is used to make recommendations for treatment and remediation of the existing difficulties.

c. The biographical method seeks to obtain information through the writings and records of others about

the subject, or from the subject's autobiographical reports.

1) Insights can be drawn about important and influencing characteristics in a person's life.

2) One important bias in this method is the motivations of the writer. He may write for or against the subject.

3) Because biographers are often not psychologists, much important and meaningful information may be inadvertently left out of the writings.

Concept 11. The Survey Method of study can be used to obtain information about various groups of people in a short period of time.

a. Written questionnaires or oral interviews are utilized.

b. Care must be taken to choose the group to be surveyed on the basis of its representativeness of the larger group about which information is desired. Representatives of a sample is determined by drawing such a sample so that each member of the larger group has an equal opportunity of being chosen each time a choice is made.

c. The opinion poll is one of the best known of the survey methods.

Concept 12. The Experimental Method of study is the most formalized and highly developed procedure. It is preferred by psychologists, and offers a method of testing tentative hypotheses which have been formulated on the basis of factual observations. This particular method will be outlined in depth in another chapter.

SUGGESTED INSTRUCTIONAL STRATEGIES AND DELIVERY SYSTEMS

1. Select or stage an event or activity which all or at least most of the class witnessed. Have each student write a description and an interpretation of what he saw. Either in front of the entire class, or in smaller discussion groups, have each student read his description of the event. Discuss the differences that are reported in the descriptions. Speculate as to the reason for these differences. Are there similarities? Why?

2. Demonstrate introspective observation. After causing an unexpected loud noise to occur, ask each class member to describe his immediate feelings. Note the differences in what feelings are reported. Who is experiencing the true feelings? Why is this method unacceptable in scientific research when used by itself? Can the reports be objectified? Can the feelings be qualified? Consider how such a phenomenon could be studied objectively. How can objective observation used with introspective techniques give maximal results. Have the students, working together or alone, attempt to study an event of their choosing by introspective, objective, and the combination of both techniques. Ask that they report on their findings.

3. Invite a psychometrist to speak to your class. Ask him not only to demonstrate various testing techniques,

but also to explain to the class the limitations of tests, and how testing results should be qualified.

4. Discuss the use of operational definitions, and logical or hypothetical constructs. Ask the class to develop some of their own, and to discuss what they have done with others in small groups. Be sure they understand exactly how each works and what each is used for.

5. Discuss the following methods of study in psychology: Field Study, Life History, Clinical, Biographical, and Survey. Have the class discuss how and when each might be used. Let the student select one method or submethod, and demonstrate its use by actually trying it in a modified fashion within an appropriate setting of his choosing.

AREA V

SENSITIVITY TO NEEDS AND FEELINGS OF OTHERS

To a large extent, behavior is guided by needs present in the individual. These are affected by both internal and external conditions and influenced by perceptual factors. An understanding of these important variables is crucial to accurate and useable knowledge about why man behaves as he does. This unit will concentrate on need levels and on those factors of perception which help provide a greater sensitivity to the actions and reactions of those around us.

Concept 1. The most basic needs are those associated with physical needs of the body.

a. These must be satisfied before higher levels of need are possible.

b. Once satisfaction of needs occur at a lower level, needs at higher levels then emerge.

c. Hunger and thirst appear at this level.

d. The need for vitamin and mineral balance, and the body's attempt to establish homeostasis emerge here.

e. The individual's entire philosophy and outlook on life is affected.

f. Sexuality is seen here as little more than animalistic, and provides for release of tension.

Concept 2. The second level of need is the need for safety.

a. Safety from pain, threats, assult, new situations are all included here.

b. There is a preference for the known, and an avoidance for the unknown.

c. Concerns also include housing, clothing, security, and protection for self and for family.

d. Neurotic behavior is often seen as emanating from this area.

Concept 3. Once satisfaction has occurred at the preceding levels, the needs for affiliation and love are seen.

a. These feelings are now felt more strongly than ever before.

b. There is a need for the person to feel that he has a place in his group.

c. Severe maladjustment can result from thwarting the needs at this level.

d. Sexuality again becomes important. While originally seen at the bodily needs' level, sex is now more than just physical relations. There is a desire for affection and closeness. Love and sex are not synonymous, but are combined at this level.

e. Love is seen as being both given and received, and both are present here.

Concept 4. Because most people have a need for a stable, well-based, high regard for themselves, the striving at this next level is toward feelings of self-worth.

a. There is a desire for strength which is gained through mastery, competence, and achievement.

b. There is a desire for reputation which is gained through status, dominance, recognition, attention, and importance.

c. Satisfaction at this level leads to feelings of self-worth, self-confidence, strength, capability, and the recognition of self as being useful and necessary.

d. Thwarting of this level needs may lead to feelings of inferiority and helplessness.

e. The feelings at this level either create additional feelings of encouragement or dictate the need for compensatory or neurotic behavior trends.

f. Real capacity and deserved respect are more important in the satisfying of these needs than external fame and improperly-attributed praise.

Concept 5. The need to become or to be self-actualizing is the highest level to be fulfilled.

a. At this level, the need is for the person to become more and more all that he can become and is capable of being.

b. Becoming is not limited to any one person or occupation, but rather varies quite widely.

c. The desire is for self-fulfillment.

d. Emergence of these needs depends highly on the degree to which the needs at previous levels have been satisfied.

e. It is a never-ending process on a level reached by few.

f. There are distinctive characteristics of the person who achieves this level of need satisfaction.

   1) He has a keenness of perception of reality.

   2) He has an ability to accept self, others and nature in a special and complete way.

   3) Spontaneity of thoughts, impulses and inner life predominate.

   4) The self-actualizer is problem-centered in his approach to the world rather than ego-centered.

   5) He has the ability to cope with privacy without harm or discomfort.

   6) He is independent of his environment.

   7) There seems to be an extended capacity to appreciate again and again that which might be passe to most.

   8) He experiences deeper relationships with other individuals in all areas of psychological life.

9) He feels that there is total democracy among and between all people.

10) He identifies and discriminates between means and ends.

11) A special sense of humor with a philosophical touch is in his life.

12) Creativity and inventiveness are his trademark.

Concept 6. Information gained from past experience as well as data received from current sensory stimulation also help to determine behavior. This process is known as perception.

a. Selectivity in what we attend to affects that which we perceive.

b. Attention acts as a set toward action or a readiness to respond.

c. Attention involves a postural response as our body adjusts to receive particular stimuli, and a clearness on what we are focusing at the moment.

d. The direction of our attention is determined by several factors.

1) Some stimuli are more potent than others in attracting attention.

2) Change attracts attention.

3) In some situations something large attracts better than something small. In other situations, the reverse is true.

4) Stimulation that is repeated attracts better than a singular response.

5) Organic conditions affect attention. Usually the strongest biological need operating at the moment attracts attention to the greatest degree.

6) Response to a stimuli varies from person to person due to individual interests.

7) Social suggestion is a powerful factor. People attend to what is pointed out to them.

8) Attention may shift involuntarily and is affected by distraction.

e. Factors in the stimulus field of the individual may affect his perception of his world and hence his behavior.

1) Nearness of elements to each other makes them appear as part of an over-all pattern.

2) Similar elements tend to be perceived as belonging together.

3) Elements within a pattern which use up the majority of the pattern will tend to be seen more rapidly than elements which only use up part of the pattern.

4) The need for closure for completeness will tend to make us fill in missing and expected parts to a pattern or situation.

5) The way a situation as a whole is perceived will influence the way in which the parts of the situation are perceived.

6) Items which form continuous patterns are usually perceived as belonging together.

7) Common movement is perceived as an indicator of belonging together.

8) Contrast between items or behaviors affects the way in which they are perceived.

Concept 7. Characteristics of the perceiver play an important role in perception.

a. Previous experience tends to bias current reality.

b. Organic conditions influence interpretations made by the perceiver.

c. Personal needs and values have a strong influence.

Concept 8. Social factors are crucial to the understanding of the distortions of the perceiver.

a. Cultural opportunities and limitations influence our perception.

b. Social taboos are built into our rearing, and influence the way we view that which is going on around us.

c. We tend to perceive an object the way those around us do. This is known as social suggestion.

Concept 9. Perception is inaccurate and is in reality a distortion of what we experience in an attempt to make it conform to what we need and expect.

SUGGESTED INSTRUCTIONAL STRATEGIES AND DELIVERY SYSTEMS

1. After the completion of the section on needs, arrange the class in a circle. Smaller groups may be used if desired. Structure the purpose somewhat by asking that they confine their attention to a discussion of needs and feelings that they are aware they are operating within themselves, or that they have observed operating in others around them. Encourage open discussion, but quickly intervene if the focus seems to shift to an in-depth appraisal of personal problems. The emphasis should be for the student to recognize what needs are present within himself and to what degree these needs effect his relationships with other people. To the same degree, to what extent do the needs operating in others effect the ways in which other people react to him. Interchange of frank opinions is important, but without brutalization of anyone.

2. Have the members of the class, working alone or with partners, demonstrate practical, every-day evidence of the various perceptual elements discussed in the second half of this unit. Consider carefully the characteristics of the perceiver, social factors, and the inaccuracy of perception also. Consider why different people see the same event differently. What is the fallacy of the court room witness' attempt to give the "facts" requested? Use a

recent newspaper account of such a situation to illustrate. Speculate as to the perceptual factors involved.

AREA VI

PHYSIOLOGICAL PSYCHOLOGY

Underlying every thought, every perception, and every action is a pattern of neural activity. Any complete understanding of man's behavior must include an understanding of the neural mechanisms underlying these activities.

Concept 1. The structure of the brain is complex.

a. The main part of the brain, the cerebrum is divided into two halves.
   1) The left hemisphere controls the right side of the body.
   2) The right hemisphere controls the left side of the body.
   3) One hemisphere is a minor image of the other.
      a) There are four sections or robes in each hemisphere.
      b) The center of the cross-section is the largest portion of the brain.

b. The brain stem is the structure that lies between the cerebrum and the spinal cord.

c. The thalamus is a relay station for incoming sensory messages.

d. The cerebellum controls equilibrium.

e. The hypothalamus plays an important role in biological drives, in emotion and in the regulation of visceral organs.

Concept 2. Different areas of the brain are responsible for different body functions.

a. Three areas of the brain control body movements.

b. Certain regions of the brain have special body sensitivity functions.

c. The larger portion of the brain is referred to as association areas.

1) These areas serve to correlate and integrate the simpler functions of the sensory and motor areas.

2) Association areas are highly interrelated.

Concept 3. Each hemisphere has the potentiality for the full complement of perceptual learning and other cognitive functions.

Concept 4. The nervous system is an extremely complex structure.

a. A single nerve cell is called a neuron.

1) Each neuron has a cell body.

2) Dendrites and axons are at either end of the cell body.

3) Neurons vary widely in size and shape depending upon their function.

b. The impulse traveling along a nerve is similar to an electric current.

c. Nerve cells do not join each other physically.

1) Each branch is closely associated with the next and this association is called synapse.

2) The synapse allows impulses from converging neurons to interact with one another.

d. The nervous system has two parts.

1) The central nervous system is made up of the brain and spinal cord.

2) The peripheral nervous system consists of nerve fibers passing from the receptors to the central nervous and of fibers passing from the central nervous system to muscles and glands.

Concept 5. The nervous system functions at three levels of complexity.

a. Simple processes are made possible through connections in the spinal cord and the brain stem.

b. More complex processes are made possible by structures in the brain stem.

c. The cerebral cortex is a collection of cell bodies and nerve fibers.

1) Parts of it are organized to receive sensory information and initiate voluntary movements.

2) The cerebral cortex contributes to learning and thinking.

Concept 6. The relationship of mind and body has been questioned by many philosophers.

a. Descartes decided that mind and body interacted at one point only.

b. Later philosophers developed various theories.

1) One theory was that mind and body, although independent, acted simultaneously.

2) Mind and body were two different attributes.

3) John Dewey and Bertrand Russell said that it was erroneous to separate mind and body.

c. The development of behavior depends on the maturation of the nervous system.

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SUGGESTED INSTRUCTIONAL STRATEGIES AND DELIVERY SYSTEMS

1. Utilize charts, graphs, pictures and models of the brain and nervous system to the fullest extent possible. Encourage the class to bring in similar items that they find in journals and magazines.

2. From a local slaughter house or laboratory supply store, obtain a sheep brain specimen. Almost all structures of the human brain can be traced and seen on such a specimen. Human brains are very difficult to obtain. If such is available, display it to the students. Allow the class to handle and investigate the brain, and to compare the actual structures with those pictured in their books or on the charts presented.

3. Encourage the students to bring in information that they may read relating to the brain, nervous system, brain research, and similar related matters.

4. Have the class speculate on the relationship between body and mind. What relationship exists between the brain and the functions of the body. What ways do the two systems have interplay? Invite a psychologist to speak to the class and to expound on this relationship.

5. Visit the profoundly-mentally retarded ward of the local state school. What relationships are there between brain and body function? Speculate on this point after visiting a microcephallic child.

6. Discuss and demonstrate the areas of the brain responsible for various senses. There are nine basic senses that should be discussed: Vision, Hearing, Taste, Smell, Kinesthesia, Equilibrium, Temperature, Pain, and Pressure.

AREA VII

EXPERIMENTAL PSYCHOLOGY

The most exacting, direct, and efficient means of collecting, organizing and interpreting facts has come to be known as the scientific method. From earliest times in history, man has wanted to inquire about himself and the world around him. From this desire has come that information which we call knowledge. At first, primitive man looked for explanations of phenomena in external sources or gods. As he became more knowledgeable about his environment, his ignorance was replaced with factual information about the causes of what occurred around him. From this point, man began to accumulate scientific information and to develop scientific methodology for exploring that which he did not know, and for which he sought answers.

Concept 1. Common sense approaches differ from the scientific or experimental approach.

a. The common-sense thinker is satisfied with an explanation which reduces his immediate curiosity.

b. The scientist attempts to systematize the facts so that he may go beyond the obvious explanations.

Concept 2. The experimental method provides a procedure for testing the validity of tentative hypotheses, and

predictions that have been developed on the basis of previously-observed facts.

Concept 3. Four basic steps are utilized within the scientific method of arriving at factual conclusions.

a. The researcher must be alert to the detection of apparent relationships through the process of observation.

b. A researcher must be able to classify all data according to the frame of reference of his particular discipline. During the classification stage, the experimenter will guess at the cause of a relationship and form a hypothesis.

c. The researcher then devises an experiment to verify the answers that he has suggested in his hypothesis.

1) Conditions surrounding the studied phenomena are controlled.

2) The only factors varied are those whose influence he wishes to measure.

c. On the basis of having established that certain factors seem to be responsible for a phenomenan, the researcher then makes generalizations related to the specific occurrence that was studied.

Concept 4. The social scientist believes in the principle of determination.

a. All events have a cause.

b. These causes are able to be found.

Concept 5. The principle of multiple causation states that an event may have more than one cause.

Concept 6. The experimental technique is comprised of several major areas, all designed to determine existing relationships between relevant factors.

a. An event occurs and it is observed. From this observation, the inspiration to discover the related causes is derived. A problem is suggested.

b. A hypothesis or a number of hypotheses are developed.

1) A hypothesis is defined as a suggested answer to a problem.

2) A hypothesis must be an adequate answer to a specific problem that needs an answer.

3) A hypothesis must be the simplest answer to the presented problem.

4) It must be capable of being verified through testable means.

5) A hypothesis must be capable of being refuted.

c. A hypothesis contains two important elements.

1) An independent variable is that factor manipulated by the experiments in attempting to determine its relationship to an observed phenomena. This is the stimulus variable.

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2) A dependent variable is that factor which appears, disappears, or varies as the experimentor introduces, removes, or varies the independent variable. This is the response variable.

d. The attempt to produce an event for study in a pure condition by regulating the environment around it is called controlling the experiment.

1) Intervening variables are the object of such control.

2) Intervening variables are unwanted factors that cause bias in research.

3) Controls are applied to reduce the effect of intervening variables.

a) Control groups are utilized in an experiment to provide a base line from which deviation in the experimental group can be measured, as a result of researcher manipulations.

b) All unwanted influencing factors should be removed from the experimental situations.

c) Conditions in the experiment should be kept constant.

d) Unwanted variables can be screened or blocked out by constant variables.

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e) Control can be achieved through randomization of the presented variables in the experiment.

e. Experimentation is usually performed on a representative sample of the total population for which information is desired. Both experimental and control group are selected from the population to be studied.

1) Random selection procedure insures that each time a choice is made from the population, that each member of that population has an equal opportunity of being chosen.

2) Matching procedure can be used to separate experimental and control groups on the basis of similar characteristics of the participants.

f. Independent or stimulus variables are then introduced to the dependent variable.

g. The effects of variations in the independent variable or the different effects of different independent variables are noted.

h. From the results obtained, conclusions are drawn about the relationship existing between the independent and dependent variables.

1) Naturalistic observation of what actually occurs as it occurs.

2) Statistical analysis is most often used by social science researchers to evaluate the results of their experiments.

i. The final step in any research is a thorough evaluation of problems and mistakes within the experimental design. Recommendations are made for further research based on what was learned in the current experiment.

j. Scientists attempt to record, evaluate and interpret all evidence as objectively as possible. In this way, a meaningful contribution can be made to man's body of accumulated knowledge.

SUGGESTED INSTRUCTIONAL STRATEGIES AND DELIVERY SYSTEMS

1. Invite a researcher to your classroom. Ask him to conduct a simple experiment from beginning to end, and to explain his procedure.

2. On several successive days, just before the end of class, present the class with a problem, and allow ten minutes to design a complete research study. Compare the results obtained from day to day.

3. Have the class divide itself into research teams of two or three people. Have each team develop a problem of significance to them, and design an experiment to study their problem. Consult the American Psychological Association's procedure booklet for reporting research findings and have them report their findings accordingly.

4. List on the blackboard as many intervening variables as possible and let the class suggest proper controls for each.

5. Demonstrate the use of random selection technique by (a) numbering each member of the class, record each number on a separate slip of paper, and put in a hat. Select one at a time placing alternate selections in experimental and control groups. What do you notice about the randomized groups? Are they equal? Why? (b) Table of Random Numbers. Ask the same questions.

AREA VIII

HUMAN GROWTH AND DEVELOPMENT

The human being is capable of, and demonstrates, changes in behavior throughout his life. The rate of change is more rapid during early years than in later life. The older one gets, the greater tendency there is to establish more stable routines of living. When psychologists talk about the development of behavior, they are interested in gross, adaptive changes that are continuous, progressive, and cumulative in their effects.

Concept 1. Prenatal development covers the period of time between conception and birth of a human being.

a. There are three stages of prenatal development.
   1) The germinal period is the first two weeks after conception.
   2) The embryonic period is the six weeks following the germinal period.
   3) The fetal period covers from eight weeks after conception to birth.

b. The intrauterine environment is quite stable. However, even minor alterations can produce serious deformities.

c. Genetic factors play the major role in determining physical characteristics.

d. The question of whether a behavioral trait is traceable to heredity or environment is not easily answered.

e. Chromosomal abnormalities may produce individuals with developmental abnormalities.

Concept 2. Attempts to understand human behavior begin with an examination of the newborn child.

a. Newborns have a variety of capabilities.

1) Newborns have an enormous sensory capacity.

2) Newborns possess a variety of reflex responses.

3) The infant is an organism that is biased toward a particular and individual personality.

b. Psychologists have established certain norms for studying the physical development of infants.

1) The motor development during the first two years of life can be looked at as a monthly progression.

2) The individual's language ability is studied from sounds made at twelve weeks of age.

3) Human babies grow in a cephalocaudal, or heat-to-foot, direction.

4) Body proportions change dramatically from birth through adolescence.

5) Experience and stimulation from the environment, as well as maturation, contribute to the physical growth of the child.

Concept 3. Emotions play a very important role in human development.

a. Fear responses to strangers appear close to the end of the first year of life.

b. Separation anxiety or maternal attachment occurs during the latter part of the first year of life.

c. Early forms of anger are observable at about the sixth month of age.

d. Under sufficiently adverse environmental conditions the emotion of depression may be experienced as early as twelve or fifteen months of age.

e. Jealousy is first observable from about eighteen months through three and one-half years.

f. Shame and guilt can be observed as early as the second year of life.

g. Pleasure or delight are observable as early as two months of age.

Concept 4. Physical maturity comes before psychological maturity.

a. There is a lag between physical developments and the process of adapting to them.

b. A person's size at the beginning of adolescence is predictive how big he is likely to be at the end.

c. Reactions to physical changes are varied among individuals.

d. Early or late maturation has psychological affects on adolescents.

Concept 5. Physical growth is determined by a variety of factors.

a. Patterns of growth in infants are determined largely by genetic factors.

b. During childhood hormones become the major influence on the growth process.

c. Environmental considerations greatly affect growth in the later years.

1) Children must have a healthy diet.

2) Serious or prolonged illness can interfere with normal growth.

d. Growth in early childhood is not as dramatic as during infancy.

e. Boys and girls differ in body proportions and body form throughout their lives.

f. Proficiency or inability in various motor skills can have considerable influence on a child's social adjustment.

g. Physical growth, development and maturation combine to make the child appear more adult-like.

Concept 6. There are a variety of theorists who have defined maturity.

a. Gordon Allport stated the mature individual to be simultaneously both of himself and of others.

b. Maturity for Sigmund Freud requires the use of defenses.

c. There are human characteristics that most theorists consider to be mature.

1) The ability to give and accept love is necessary.

2) The ability to be sociable is important as long as there is no implication of conformity.

3) Some clear sense of who one is, is characteristic of maturity.

SUGGESTED INSTRUCTIONAL STRATEGIES AND DELIVERY SYSTEMS

1. There are many excellent movies available concerning the prenatal and postnatal development of the child. Consult your public library or a local university media center. Examples of such movies include "The Importance of Mother" and "Critical Times."

2. Invite a Child Psychologist to speak to your class concerning development, rearing, and management problems with children. Encourage questions and follow-up with small group discussions subsequent to the talk.

3. Ask the students to investigate their own pre- and post-natal periods. Their parents, baby books, medical records and the like, will serve as valuable resources in this regard.

4. Invite children of various age groups to visit your classroom. Allow interaction between the children and the students. Have each student record his observations to share with the class. Where possible, video-tape the child's visit for playback and further analysis. Note what behaviors are present with various age children that are not present with others. Why?

5. Discuss the cephalocaudal neuromuscular development pattern seen in the growing child. What implications does this progression have for various critical times in a child's life? I.e., toilet training, walking, holding a pencil for writing, etc.

6. Within small discussion groups, talk about the concept and process of maturing. What are the implications of this process for each of the students? Allow time for a thorough evaluation of this area. Have the groups report to the entire class.

AREA IX

SELF-ESTEEM

The need to feel good about oneself is a primary motivation for behavior. Individuals make many attempts to be successful in the various aspects of life. Basically an individual's desperate urge to be loved or accepted causes him to approach life in a specific manner.

Concept 1. A healthy self-esteem is essential to personal happiness.

a. In order to have positive feelings about someone else, a person must first like himself.

b. Parents inculcate in children their own feelings of self-esteem whether low or high.

Concept 2. Self-esteem is how one feels about himself.

a. High self-esteem results from an individual's taking responsibility ofr his own life.

b. Low self-esteem is an accumulation of negative emotional reactions.

c. Self-esteem is a hidden feeling of which an individual may not be aware.

d. Self-esteem is not an egotistical reaction to oneself.

Concept 3. Low self-esteem is identifiable.

a. There are definite physical characteristics belonging to a person who suffers from low self-esteem.

1) One of low self-esteem may be grossly overweight, sloppy in appearance, and have a saggy posture.

2) A reluctance of inability to meet another's direct gaze, and habitually unhappy countenance may signify a person's feeling of low self-worth.

b. Various personality traits are apparent in a person of low self-esteem.

1) A person who is timid, withdrawn, and self-effacing or domineering and aggressive may be suffering from low self-esteem.

2) A person who tries to make himself "right" by endeavoring to make others "wrong" suffers from a low sense of self-worth.

3) A person who is excessively critical and condemnatory of both self and others has a low sense of self-esteem.

c. Certain psychological characteristics are apparent in a person who has a sense of low self-esteem.

1) A person who has a compulsive need to fulfill other's expectations of him may have low self-worth.
2) One who thinks of himself as a loser and is anxious and unsure of himself marks himself as having low self-esteem.
3) Another characteristic is an aching for recognition and approval, for admiration and praise.

Concept 4. Recognizing the causes of low self-esteem help us understand how to cope with it.

a. Most low self-esteem results from unfortunate childhood experiences.
b. The parents' feelings of self-esteem become a model for the child.
c. Values placed on money and things rather than on innate worth of individual can destroy one's self-esteem.
d. Lack of a sense of meaning and purpose in life preclude sound self-esteem.
e. Methods of reward and punishment used by parents effect the child's feelings about himself.

Concept 5. There are three basic approaches that can be taken to build a person's feeling of self-esteem.

a. To build sound self-esteem an individual must increase his awareness, i.e., the degree of clarify with which he perceives and understands all the factors that affect his life.

1) To increase awareness one must accept responsibility for his own life and well-being.

2) An individual profits or suffers according to the wisdom or unwisdom of his every thought and action.

3) An individual increases his awareness by learning who he is.

a) For successful self-exploration an individual must refuse to accept any blame or guilt for any characteristics he discovers about himself.

b) For successful self-exploration an individual must recognize his own authority to question and draw his own conclusion.

b. An individual must reprogram his awareness in order to build his new feelings of self-esteem.

1) He must establish a conscious program of relaxing and stating basic affirmations as to his own self-worth.

2) The procedure he follows should be a definite regular exercise.

c. The individual should follow a direct-action program aimed at doing away with low feelings and replacing them with positive feelings of self-worth.

SUGGESTED INSTRUCTIONAL STRATEGIES AND DELIVERY SYSTEMS

1. Once the related materials and available text information has been covered, as much time as possible should be allowed within small groups of six to eight students, to discuss what has been given them in terms of the implications for themselves. Invite some of the school counselors to meet with these groups as often as they are available to do so. Encourage in-depth evaluation of themselves under the guidance of the counselors or other professionals, and give ample time for investigation of what they can do for themselves to improve their self-esteem. Let the class know that they may be able to help each other also to achieve this end of heightened self-esteem. It is conceivable that most of the work done in this area can be accomplished adequately through group interaction with the aid and guidance of school counselors or other professional counselors in the community who would be willing to give their time for this purpose.

2. As a class, explore reasons for lowered self-esteem other than those given in the curriculum guide. How is high self-esteem developed? What are additional signs of low self-esteem? Of high self-esteem? What is the role of the parent in developing self-esteem?

3. Discuss the importance of self-awareness in the process of developing positive self-esteem. How is this related to a "direct-action" program?

AREA X

ABNORMAL PSYCHOLOGY

Normal behavior and abnormal behavior cannot be regarded separately, but rather as poles of the normal-abnormal continuum of human behavior. They must be studied in relation to each other and to the wide range of behaviors that lie between them. Behavior is viewed within the social context in which it is displayed. Therefore the definition of abnormality varies not only among cultures, but within a culture with respect to persons and time. The designation of appropriate social behavior in our American society has been traditionally expressed according to white middle-class values. The extension of these values to all members of society is currently being seriously questioned by the protests of minority groups and dissatisfied individuals.

Concept 1. There are many falacies associated with mental illness.

a. People who look "peculiar" are mentally ill.

b. If an individual has strange thoughts he is going crazy.

c. Most people fear that they will become mentally ill at some time during their life, especially at times when they are under great pressure.

d. There is a feeling that mental illness is a disgrace.

e. Mental illness is incomprehensible and therefore there is no cure.

f. Mental illness is hereditary.

g. Masturbation causes mental illness.

h. There is a thin line between genius and mental illness.

Concept 2. The determination of abnormal behavior is a multi-faceted problem.

a. An individual who frequently feels distressed may seek help.

1) An individual may consider himself as disturbed when his symptoms are not apparent to others.

2) When depression lingers and is not related to an obvious cause, the behavior is generally considered abnormal.

b. Extreme bizarre behavior is considered abnormal.

1) Bizarre behavior may include delusions, serious memory liss, phobias, or compulsive rituals.

2) What is considered to be bizarre in one culture may be considered normal in another culture.

3) Individuals who respond to environmental stimuli in an unconventional manner are considered deviant.

4) False beliefs maintained despite objective fact may produce bizarre behavior.

5) Bizarre behavior is one measure of abnormality, but by itself is not a valid basis for classifying deviance.

c. Normality and abnormality change over time, and varies among different societies and among the different social classes within a society.

1) There are many cross-cultural differences in the definition of normal and abnormal.

2) The delineation of normal and abnormal functioning must be made in reference to the culture in which the behavior occurs.

3) Mental health depends on adjustment to one's environment, which includes one's social role.

4) Any behavior that severely disrupts the everyday functioning of the individual or the activities of other members of the culture is considered abnormal.

5) Behavior which occurs infrequently is differentially valued in a given culture.

6) There is some behavior that may not be regarded as normal by the majority in a culture but for which the culture may have fairly high tolerance.

d. The concept of a normal person is equated with the well-functioning person.

1) Individuals who are capable of coordinating their feelings, thoughts and actions, and seem free of destructive conflicts are considered normal.

2) Self-control, personal responsibility, democratic social interest, competence, autonomy, resistance to stress and self-actualization are all criteria for mental health.

e. Normality can be determined statistically.

1) The statistical approach measures the frequency of particular occurrences.

2) The statistical approach alone is inadequate because it suggests that there is a distinct dividing line between normal and abnormal.

3) The statistical approach alone would classify abnormal any deviation from the majority.

f. Abnormality can be determined by gross disturbance of bodily functions.

1) Damage to body tissues of an individual can occur.

2) A disturbed individual can have severe physical problems.

Concept 3. Behavior disorders are classified as either functional or organic conditions.

a. A functional defect is a pathological condition for which no organic basis has been discovered or for which it has been definitely established that there is not organic basis.

1) An emotional situation might help bring on psychosis in the case of a poorly-adjusted person but does not by itself cause a functional psychosis.

2) Roots of functional psychosis go back to childhood in many instances.

3) The majority of mental illnesses are functional disturbances.

b. Organic disturbances result from structural and/or biochemical imbalance in the brain.

1) It is very difficult to accurately determine the extent and nature of an organic brain disorder.

a) The organic brain syndromes may be manifested by any or all of many different symptoms such as memory impairment, impairment of judgment, and other intellectual functions.

b) One of the chief difficulties in diagnosing organic brain disorders is that observable symptoms are variable and inconsistent.

c) Many of the symptoms of organic disorders may also stem from functional causes.

2) Histogenic disorders are a direct consequence of the destruction of brain tissue.

a) Brain trauma may result from a direct blow to the head.

b) Lacerations and contusions are terms which mean the bruising rupturing and destroying of brain tissue by external factors such as bullets.

3) Vascular accidents involve injury to brain tissue from blockage or breaking of crainial blood vessels.

4) Aphasia is a general category of language and memory disorders that follow various kinds of injury to the brain.

5) Organic disorders may be associated with brain infections that destroy neural tissue.

a) Encephalitis is a term that refers to inflammation of the brain.

b) The most common intracrainial infection is neurosyphillis.

Concept 4. Abnormal behavior is divided into three major areas: (1) neurotic behavior, (2) psychotic behavior, and (3) character disorders.

a. Neurosis is an emotional disorder characterized primarily by anxiety which may be directly expressed or unconsciously controlled and improved by various psychological mechanisms.

1) Neurotic disorders are accompanied by neither gross distortions of reality nor severe personality disorganization.

2) Anxiety is the feeling of discomfort associated with some future situation of which the person is unaware.

3) From a psychodynamic point of view, neurotic behavior primarily results from a person's inability to specify the source of his fear.

4) In order to reduce anxiety, a neurotic personality utilizes various defense mechanisms.

a) Repression is central to all defense mechanisms.

b) Other more common defense reactions include rationalization, fixation, reaction formation, projection, denial, compensation, and displacement.

5) Behaviorists feel that anxiety can be both a learned response and a motivating state that leads to behavior change which reduces the anxiety.

6) Seven types of neurotic disorders include: (a) anxiety neurosis, (b) hysterical neurosis, (c) phobic neurosis, (d) obsessive-compulsive, (3) depressive, (f) neurasthenic, and (g) hypochrondriacal.

b. Psychotic behavior is extremely deviant from the expected norm and appears to be beyond the individual's control. It reflects a deviant way of construing reality.

1) Psychotic behavior differs from neurotic behavior in three major areas.

a) Psychotics are often said to be a greater danger to themselves and to others than are neurotics.

b) Psychotic behavior renders the individual socially incapacitated and frequently in need of hospitalization.

c) Psychotic individuals are often described as unable to distinguish between external reality and their own personal reality.

2) The three major areas of psychotic disorders include: (a) affective disorders, (b) schizophrenias, and (3) paranoid states.

3) A psychotic behavior pattern is likely to include behaviors common to several categories of psychosis diagnosis difficult.

4) There are different theoretical approaches to psychoses.

c. Character disorder is a term used to describe a pattern of behavior or lack of behavior, that is troublesome to others or whose pleasure sources are socially defined as either harmful or illegal.

1) Character disorders are not as bizarre as the psychoses, nor do they manifest the anxiety pattern of the neurosis.

2) Character disorders are lifelong patterns of behavior that are difficult to change and have no organic base.

3) Ten patterns of personality disorders include: (a) passive-aggressive, (b) inadequate, (c) hysterical, (d) cyclothymic, (e) schizoid, (f) asthenic, (g) paranoid, (h) obsessive-compulsive, (i) explosive, and (j) antisocial.

4) Personality disorders are considered "deeply" ingrained and therefore are rarely treated successfully.

d. There are many avenues open for an individual to obtain help in times of emotional crisis.

1) Community agencies are available in many cities for initial testing, diagnosing of problems and in many cases psychotherapy.

2) Individual counseling is available from psychiatrists, psychologists, social workers, and counselors.

3) State and private hospitals provide custodial as well as short-term therapeutic care when necessary.

SUGGESTED INSTRUCTIONAL STRATEGIES AND DELIVERY SYSTEM

1. Have members of the class study the symptoms of various neuroses, psychoses and character disorders, and then act these out for the other class members.

2. Within small discussion groups, deal with the possible causes of mental illness.

3. Examine other fallacies about mental illness other than those presented in class. Have different groups interview students in other classes to determine their misconceptions. Report to the class.

4. Plan a trip to a mental institution. Ask for a guided tour by a member of the professional staff. Hold a discussion afterwards.

5. Have the class survey the community to determine the nature, extent, and reputability of the mental health services available.

6. Invite a local mental health professional, or perhaps a panel of same, to talk to your class and to answer questions concerning abnormal psychology.

7. Obtain audio tapes either from publishing companies or from a psychotherapist of counseling sessions which would give examples of the various mental disorders.

8. Encourage library research into ancient and archaic methods of treating mental illness. Discuss the progress

made until the present time, and project the need for improvements in the future.